11:Levine Z-4,5 (1958-1961)1965 MP5 Amhara MP5

*883 66 ical wit and activism displayed by students from other countries has embarrassed their cautious dispositions.

There are three reasons for this relative lack of politicization of the Ethiopian students. One is that, having maintained her ancient independence [548] throughout the "scramble for Africa," Ethiopia entered the twentieth century as an independent nation; and five years of Italian rule were not sufficient to shake her spirit. Ethiopian students have thus not had to participate in the anti-imperialist movement, the great school for political activism in the colonial areas.

[571] [157] A second factor is the deeply rooted habit of total subordination to any legitimate authority. Because of this orientation there is a persisting disposition to relegate concern for all political questions to the highest authorities. [577] [829] Nearly two-thirds of the secondary students and a third of the college students maintain that one should always obey the order of a superior, arguing that "obedience is a virtue," "things would not go right otherwise," and "the Bible says so."

*883 66 641 The third reason for the almost apolitical posture of Ethiopian students has been the absence of opportunities for political expression in their country. African students from British colonies have in the past been surprised to find that their colonial situation admitted far more freedom of speech and press than Ethiopia. Teachers are expected to keep anything remotely connected with Ethiopian politics out of the classroom, and the editors are expected to keep them out of the newspapers. Nor have the students been permitted to form any kind of politically relevant associations. Even casual discussion of domestic political problems among friends has been curtailed because of the all-pervading fear of government informers.

*883 66 177 All this has not prevented Ethiopian students from being affected to a moderate degree by the libertarian and egalitarian ideals of the West. The teaching of European history in secondary school, evaluation of students' performance without respect to class or tribal affiliation, and the exercise of electing student officers in the colleges have acted to leaven the political imagination of the students. Many of them thus ventured a degree of political *883 66 829 criticism in their anonymous questionnaires. Forty-three per cent indicated disapproval of the existing differences between "big men" and the common people. Thirty-nine per cent were critical of the degree of control exerted by the government, of which group two-thirds felt that governmental controls are too strict (e.g., not permitting free expression), and one-third felt they were not strict enough (e.g., with respect to corruption and provincial administration).

*883 668 669 The abortive coup d'état of December, 1960, jarred the Addis Ababa college students into an unprecedented state of political activity.[87] In response

11:Levine Z-4,5 (1958-1961)1965 MP5 Amhara MP5

to the rebel leaders' appeal for a show of public support, hundreds of students staged a demonstration on behalf of the coup. Except for occasional school strikes in the past, this was the first time that Ethiopian students had ever taken part in any sort of organized political process. The novelty of the experience was reflected in the confusion on many faces as they marched through the streets of the capital, chanting a militant refrain and carrying placards that celebrated "Liberty, Equality, Fraternity" and "Our Country's Peaceful Change." For some, the experience was quite unreal; it was as though they were behaving thus because that is how one is supposed to behave at a time of revolution. Not a few of the participants actually regretted the coup but went along because, as one put it: "The coup has taken place; my friends are for it; so what is one to do?"

Even so, there was a moment of genuine political engagement for all when the student demonstrators proceeded to the army headquarters with the vain plea to forestall civil violence and join the new regime installed by the Imperial Bodyguard. Though they were turned away by bayonets, that moment gave the students the intoxicating taste of direct political expression. Subsequently, the army's abrupt suppression of the rebels left these students in an awkward position. All who took part in the demonstration were required to write letters of apology to the Emperor as a condition of being readmitted to study. They did so, and returned to school; but they have never been the same again. Though on the surface they appear to have reverted to the apolitical, passive orientation of the pre-coup days, occasional oratorical contests and poetry readings have given expression to a sharpened criticism of the government and greater restlessness in the student body.

Because of the relative absence of information and discussion pertaining to domestic political questions heretofore, Ethiopian students have tended to have slightly more knowledge and interest regarding international politics. On the general question of war and peace they seem to be influenced by the high value given to warfare in traditional Ethiopia. As many as forty per cent of all the students consider war "sometimes a good thing." This sentiment is somewhat stronger among the secondary school students than among the college students, but even the latter show a higher percentage of choice for this response than any of the national groups in the Gillespie-Allport study—except perhaps Egypt. (See Table 12.)

In their attitudes toward the "big three" world powers, the Ethiopian students seem to be most favorably disposed toward the United States, secondly toward the Soviet Union, and thirdly toward Great Britain. (See Table 13.) The United States is liked because it "helps other countries," has a high standard of living, and is "advanced in civilization"; while it is disliked because of its color discrimination and its being "aggressive," "rude," "boast-

11:Levine Z-4,5 (1958-1961)1965 MP5 Amhara MP5

121 authorities. Except for a very few eccentric individuals who have seemed
571 oblivious to the dangers of speaking out their criticism of the status quo in
177 public, this has in the nature of current circumstances necessarily involved
178 clandestine activity. Returnees have been involved in small conspiratorial
156 groups since the mid-fifties. The December, 1960, coup d'état has been the
669 most ambitious rebellious project to be acted out so far. Similarly motivated
668 activities have included the duplication and distribution of subversive literature, and the formation of small groups as groundwork for an eventual political party.

Our data do not permit reliable estimates of the frequency of these different modes of adaptation among the returnees. It is important to note, however, that individuals often change from one mode to another in the course of their experience after return and that many follow more than one pattern at the same time. It is unlikely that the total number of returnees oriented primarily as rebels has ever exceeded two per cent. Most of them move in and out of phases of Reformism, Withdrawal, and Opportunism, depending to a large extent on the accidents of their appointments. A more concrete picture of their experience may be suggested by the following case study, that of a Western-educated Ethiopian who went from a phase of Withdrawal to one of Reformism tinged with Opportunism.

121 The Adjustment of "Haile": Case Study of a Returnee
571
159
156

October, 1958. Haile has recently returned from four years of study in a Western country. He speaks very critically about the state of things in Ethiopia. He is particularly upset by the prevailing inefficiency, the lack of industriousness, and the interminable procrastination (*Ishi naga*).

January, 1959. Haile seems deeply depressed. The ministry in which he has been placed affords him no opportunity to work effectively and the job he has bears no relation to what he was trained for. He has withdrawn more into himself, but to all outward appearances plays perfectly well, with great self-assurance, the role of the Amhara bureaucrat.

July, 1959. Now Haile is working in a different ministry, in a job somewhat more closely related to his training. He appears to feel productive and useful now, and his criticism is constructive. For example, he frequently compares the situation in the United States and Ethiopia, to show how the same sort of problem can be solved more readily in the U.S. because of its greater facilities. Though Ethiopia's comparative handicaps frustrate him, he talks of plans for the development of Ethiopia with some enthusiasm. . . . Haile complains of an